

Title: Making Music and Money

Brief Overview:

The following activities are a cross-curricular unit between the Mathematics and Language Arts classes. Students will learn the costs and profits of organizing a band, producing a CD, and performing concerts. Using numerical data and personal accounts, students will make and justify decisions dealing with the allocation of funds. Students also will have an opportunity to develop their band and write their own lyrics.

Links to NCTM 2000 Standards:

- **Mathematics as Problem Solving, Reasoning and Proof, Communication, Connections, and Representation**

These five process standards are threads that integrate throughout the unit, although they may not be specifically addressed in the unit. They emphasize the need to help students develop the processes that are the major means for doing mathematics, thinking about mathematics, understanding mathematics, and communicating mathematics.

Students will build new mathematical knowledge through their work with problems. They will select and use various types of reasoning and methods of proof as appropriate. Students also will organize and consolidate their mathematical thinking to communicate with others; express mathematical ideas coherently and clearly to their teacher; and use the language of mathematics as a precise means of mathematical expression. Furthermore, they will recognize and use connections among different mathematical ideas; and recognize, use, and learn about mathematics in contexts outside of mathematics. Last of all, students will create and use representations to organize, record, and communicate mathematical ideas.

- **Number and Operation**

Students will use computational tools and strategies fluently and estimate appropriately.

- **Data Analysis, Statistics and Probability**

Students will pose questions and collect, organize, and represent data to answer those questions; interpret data using methods of exploratory data analysis; and develop and evaluate inferences, predictions, and arguments that are based on data.

Links to MSDE Reading Learning Outcomes:

- **Reading to be Informed**

Students will demonstrate their ability to construct, extend, and examine meaning for a variety of texts by using strategic behavior and integrating both their prior knowledge about reading and topic familiarity.

Links to MSDE Writing Learning Outcomes:

- **Writing to Inform**

Students will demonstrate the ability to write effectively to inform by developing and organizing facts to convey information. In this way, students will create meaning for themselves and others.

- **Writing for Personal Expression**

Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements. In this way, students will create meaning using personal or fictional ideas.

Grade/Level:

Grades 7-8 - General Pre-Algebra and Language Arts

Duration/Length:

This unit will take approximately three 55-minute mathematics period and three 55-minute language periods.

Prerequisite Knowledge:

Students should have working knowledge of the following skills:

- Finding mean, median, and range
- Constructing box-whisker graph
- Adding and multiplying decimals
- Identification of rhyme scheme, characterization, setting, theme, and plot
- Knowledge of the terms-- verse, and chorus

Student Outcomes:

Students will:

- construct box-whisker graphs.
- analyze data and make decisions based on a variety of influencing factors.
- read to be informed.
- write to inform.
- write for personal expression.

Materials/Resources/Printed Materials:

- Graphic organizers and handouts
- Popular music lyrics
- Any book written by Dr. Seuss
- Managing Lyric Structure by Pat Pattison (optional)
- Web sites (optional)
 - <http://www.songfile.com>
 - <http://www.lyricshq.com>

Development/Procedures:**• Day One in the Math Classroom:**

Introduce the lesson with a discussion on favorite music artists. Ask students to share their favorite music groups and explain why they like them. Announce to students that they will be forming a band to tour this summer. An investor has agreed to back them with \$10,000. In the next few days students will explore profits, costs, and the quality of a band member's life in the recording studio and on tour. Then they will determine how best to invest the \$10,000.

Students will form groups of three to four. As a group, they will come up with their group's profile. Each student will complete the "Band Profile" (Handout M1) (set a 15 minute time limit). Remind students to save this profile as they will be developing their group and profile in the future.

Engage students in a discussion of costs, revenues, and profit, and make sure that they form definitions for these terms. Also, discuss with students that they have to spend money to make money. Next, brainstorm costs associated with recording CDs and touring. Make a chart on the board and list student responses. Once costs have been identified, the connection should be made between revenue, cost, and profit ($\text{Revenue} - \text{Cost} = \text{Profit}$).

- **Day One in the Language Arts Classroom:**

Students will read a compilation of interview excerpts in order to compare music artists' experiences in recording with their experiences in touring.

- Motivate the students by asking them to create a list of ways in which music artists make money in a think-pair-share format.
- Explain to students that they will read an article from The Music Groove in order to compile a list of pros and cons in recording and touring in their notebooks.
- After students have read the article, they will answer the Reading Worksheet Questions (Handout L1).

- **Day Two in the Math Classroom:**

Remind students that they have created a profile of their band and they have an initial investment of \$10,000 that they now need to spend. Revisit the formula that the students developed ($\text{Revenue} - \text{Cost} = \text{Profit}$) and pass out Handout M2 to each student. They are to work on this handout individually. Collect at the end of the class period.

- **Day Two in the Language Arts Classroom:**

Students will develop topic ideas for their own lyrics and identify criteria which can be used to judge the quality of lyrics.

- Transition from yesterday by telling students that they are going to develop some new music for their upcoming CD recording and touring schedule.
- Have students brainstorm on possible ideas for topics for the lyrics of a new song, and write these ideas on the board.
- Remind the students of the term target group (from yesterday's math lesson), and ask them how the target group will affect the lyrics (i.e., topics should be relevant to intersects of target group, the target group should be able to identify with the setting and characters in the lyrics, etc.).
- Have students work individually on the prewriting worksheets (Handout L2) (set a 10 minute or less time limit).
- Ask students to generate ideas for criteria that make music memorable, and guide them toward word choice.
- Ask students to identify lines from a popular song that they know and write a few lines on the board (or choose lines from lyrics of the teacher's choice).
- Review phrases and identify the phrases that are used in the lyric lines.
- Have students practice writing their own phrases (teachers can focus on certain phrases such as prepositional phrases or adverbial phrases according to student needs).
- Identify that typically each line is one phrase. Share with students that the number of phrases in each verse will impact the movement of the song and will emphasize certain lines (even numbers of phrases [lines] will bring closure while odd numbers of phrases [lines] will lead the listener into the next verse/chorus; if the last phrase [line] is an even number, that line will be emphasized and should be the most important phrase [line]). Show by using examples from popular lyrics.

Another option for more advanced students is to work with the rhythm created by stressed syllables.

- Guide students through the rhythm built into language (30 minutes).
- Using student input, create and write a sentence on the board.
- Read through the sentence once and then, read through the sentence a second time asking students to clap out the the beats of the sentence.
- Once the class has come to consensus on the beats, ask them to identify the term for the beats (syllables).
- Next, ask the students how they could turn the simple syllabic beats into a more interesting rhythm (clap out the syllables in a steady monotonous beat for the students). The students should indicate that there needs a pattern which varies versus remaining constant.
- Explain to the students that the syllables are grouped into units of two or three syllables called feet.
- Show this with a sentence from Dr. Seuss. Read the sentence and have the students identify the syllabic units (For the visual student: Create foot shapes out of paper and laminate them. The syllabic units can be written inside each foot as the students identify them).
- Then, ask the students to identify where the foot pressure is the greatest and explain that this syllable is stressed (you can introduce the term meter to the students).The students may be able to better grasp the rhythm of the stressed and unstressed syllables if the stressed syllable is given the sound “Dum”, and the unstressed syllable is given the sound “da”. Once they identify the stressed and unstressed pattern, they can then vocalize this rhythm by reading the corresponding sounds.
- Practice identifying the feet and stressed syllables with two lines from a popular lyric.
- Give the students several sentences from lyrics and ask them to work in groups to identify the feet and stressed syllables and review these sentences after five minutes.

Homework Option: follow up with this activity by asking students to write down eight lines from one of their favorite lyrics and then, identify the feet and stressed syllables.

• **Day Three in the Math Classroom:**

Students will now make decisions on how to spend the \$10,000. Each student is to receive the “Expenses Worksheet” ([Handout M3](#)) and “Proposed Budget Worksheet” ([Handout M4](#)). Explain that the students should use the “Expenses Worksheet” to determine what costs they might incur. Read the directions to the students and have them follow along. Emphasize that the students can and will make changes on this handout. They will work individually to complete these activities.

• **Day Three in the Language Arts Classroom:**

Students will follow the writing process to write lyrics.

- Review with students the concepts that they learned yesterday and ask them to identify how these concepts can be used to write their lyrics (i.e., the important lines should be the last line in verses with even numbered lines, etc.)
- Explain that rhyme pattern can also be used to create an interesting rhythmic pattern. Show students a lyric or poem and identify the rhyme scheme using typical notation (i.e., abab, dcd, and using x to identify non-rhyming lines).

- Move into identifying that switching patterns will draw attention and indicate a shift in emotion:
 - * Starting with one rhyme pattern and switching it in the chorus or at important part in the lyric can draw attention (i.e., following a basic abab rhyme scheme and switching to a dccd or xccc will draw attention to the c lines).
 - * Changing the meter pattern will also draw attention (i.e., switching from the iambic unstressed, stressed pattern to the trochaic stressed, unstressed pattern).
 - * Finally changing the number of feet or syllables will speed up or slow down the lyrics.
- Explain the grading criteria for the lyrics.
- Give students the rough draft worksheet ([Handout L3](#)) and have them fill out the worksheet using the prewriting worksheet.
- Once students have finished the rough draft, have them pair up and fill out the peer review sheet ([Handout L4](#)).
- The students can now be assigned to write their final draft of the unit.
- Using their lyrics students will now complete the Lyric Analysis ([Handout L5](#))

Performance Assessment:

[Math Handout M2](#) and “Proposed Budget Worksheet” ([Handout M4](#)) can be used for assessment. See the scoring guides. The final piece on the “Proposed Budget Worksheet” is a culminating assessment.

In Language Arts, Reading Questions Worksheet ([Handout L1](#)) and Lyric Analysis ([Handout L5](#)) can be used for assessment. See the [Scoring Guides](#).

Extension/Follow Up:

- Students can research more actual costs and profits, using the Internet.
- Students can write to various bands via e-mail.
- Students can conduct surveys within their schools.
- Students can extend this lesson to the use of figurative language in lyrics including simile, metaphor, etc.
- Music classes can become involved in the learning unit according to local curricula.

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NAME:

Band Profile

Now create a band profile. Each member should fill in the information below.



Band Name:
Style of Music:
Target Audience:
Unique Features:

Name: _____

Making Music and Money

Group Name: _____

Now that you have your band organized and profiled, you are now going to begin to think how you will use your talents and make money. Remember, your group has \$10,000 to make as your initial investment.

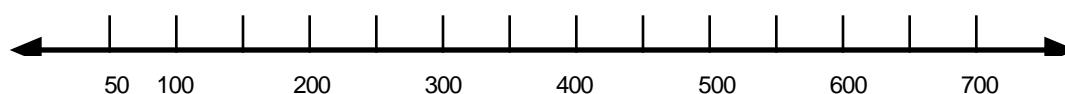
Band XY has reported the following profits from different locations around Maryland. Review the following data. Construct two box-whisker graphs on the provided number line.

Profit from CD Sales

<u>Music Store</u>	<u>Profit in \$</u>
Sam Goody	425
Record & Tape Traders	320
The Wave	330
The Wall	455
Kemp Mill Records	280
Best Buy	375
Target	400
Soundgarden	320
An Die Music	260
Mail Order	350

Profit from Touring

<u>Concert Venues</u>	<u>Profit in \$</u>
Baltimore Arena	660
Pier 6	450
Oregon Ridge	390
Annapolis Center	250
Johns Hopkins University	320
U.S. Air Arena	650
U. S. Naval Academy	235
Cole Field House, U of M	550
Ocean City Conference Ctr.	410
Western Maryland College	180



Answer the following questions.

1. Find the mean for each set of data. (Round to the nearest tenth.)

CD Sales _____

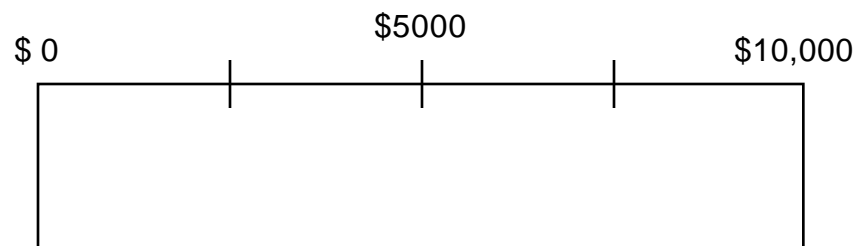
Concert Sales _____

2. Compare the range of data between the two sets of data. _____

3. If you were to plan five concert performances for Band XY, how would you use your box-whisker graph to determine the venues? _____

4. Using this data, you are to make a prediction as to how you will divide your investment of \$10,000 between touring and recording.

Split the indicator bar into two sections predicting the parts of \$10,000 you will spend.



5. Explain why you predicted to allocate your money in this way.

Scoring Guide

The following scoring guide is for teacher use. The worksheet for the students is used and the assessment guidelines are bolded.

Making Music and Money

Now that you have your band organized and profiled, you are now going to begin to think how you will use your talents and make money. Remember, your group has \$10,000 to make as your initial investment.

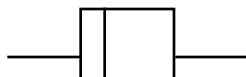
Band XY has reported the following profits from different locations around Maryland. Review the following data. Construct two box-whisker graphs on the provided number line.

Profit from CD Sales

Profit from Touring

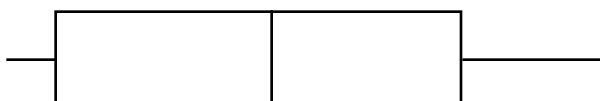
Music Store	Profit in \$	Concert Venues	Profit in \$
Sam Goody	425	Baltimore Arena	660
Record & Tape Trade	320	Pier 6	450
The Wave	330	Oregon Ridge	390
The Wall	455	Annapolis Center	250
Kemp Mill Records	280	Johns Hopkins University	320
Best Buy	375	U.S. Air Arena	650
Target	400	U. S. Naval Academy	235
Soundgarden	320	Cole Field House, U of M	550
An Die Music	260	Ocean City Conference Center	410
Mail Order	350	Western Maryland College	180

CD Sales

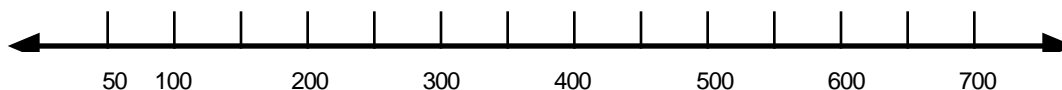


min=260; Q1=320; Med=340; Q3=400; max=455

Concerts



min=180; Q1=250; Med=400; Q3=550; max=660



Scoring for Box-Whisker Graph

2 points	Accurate data and display; Correctly identifies all five points on both graphs; Titled
1 point	Partially accurate data and display; Incorrect identification of one-three points out of both graphs; Titled
0 point	No title; Inaccurate data and display, more than four incorrect points

Answer the following questions.

1. Find the mean for each set of data. (Round to the nearest tenth.)

CD Sales **351.5**

Concert Sales **409.5**

1 point	Accurate calculation on both means.
0 points	Incorrect calculation on one or both means.

2. Compare the range of data between the two sets of data.

2 points	Accomplishes the purpose of the task; mathematical communication is clear.
1 point	Partially accomplishes the purpose of the task; mathematical communication is somewhat clear.
0 points	Shows fragmented understanding; mathematical communication is unclear.

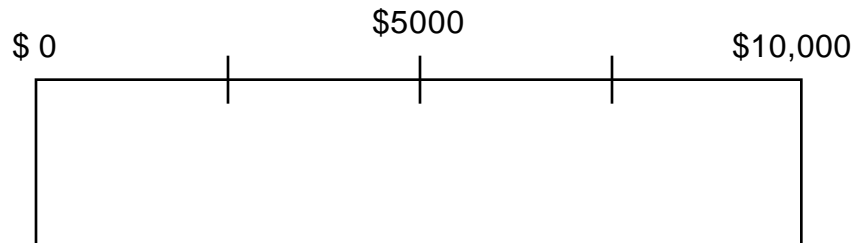
3. If you were to plan five repeat concert performances for Band XY, how would you use your box-whisker graph to determine the venues?

Possible response: ***I would use the upper two quartiles of the graph to show the top five venues with the highest profit.***

1 point	Clearly references the box-whisker graph in choosing the third and fourth quartile to represent the top grossing venues; mathematical communication is clear.
0 points	No reference to box-whisker graph; incorrectly identifies upper quartiles; mathematical communication is unclear.

4. Using this data, you and your band members make a prediction as to how you will divide your time between touring and recording.

Split the indicator bar into two sections predicting the parts of \$10,000 you will spend.



Non-Scorable

5. Explain why you predicted to allocate your money in this way.

2 points	Accomplishes the purpose of the task; mathematical communication is clear.
1 point	Partially accomplishes the purpose of the task; mathematical communication is somewhat clear.
0 points	Shows fragmented understanding; mathematical communication is unclear.

Expenses Worksheet

In the chart below, you will find a list of costs for recording a CD, as well as the costs of touring. Examine the costs listed and determine the projected expenses for your band. When you have finalized the projected expenses, go to the Proposed Budget Worksheet.

As you complete the worksheet, keep the following in mind:

- Your projected expenses cannot exceed \$10,000.
- According to Maryland Law, anyone working on the road crew or as security must be certified.
- To record an 8-track CD, you must spend a minimum of 15 hours in the recording studio.
- Any item listed in **bold** type, must be included in your budget.

Costs of Producing a CD

Recording (pick one)

Average Quality Equipment \$60.00/hour

High Quality Equipment \$100.00/hour

Mastering

\$120.00/hour

Cover Design (pick one)

Photographic Design Fee \$500.00

Graphic Design Fee \$800.00

Cover Color

\$150.00/color

Printing Fee

\$850.00

Distribution Fee

\$1175.00

Projected Expenses - CDs

Recording (pick one)

Average Quality Equipment _____

High Quality Equipment _____

Mastering

Cover Design (pick one)

Photographic Design Fee _____

Graphic Design Fee _____

Cover Color

Printing Fee

Distribution Fee

Total CD expenses _____

Costs of Touring

Transportation

Bus Rental \$400.00

Fuel \$50.00

Road Crew \$500.00

Security \$350.00

Food \$200.00

Lodging (optional) \$1000.00

Transportation

Bus Rental _____

Fuel _____

Road Crew _____

Security _____

Food _____

Lodging (optional) _____

Total touring expenses _____

Name _____

Handout M4

Proposed Budget Worksheet

Now that you have finalized your projected expenses on the Expenses Worksheet, transfer the information to the budget form below. Then answer the questions that follow.

Summer Budget 2000

Projected Expenses - CDs

Recording (pick one)

Average Quality Equipment _____

High Quality Equipment _____

Mastering

Cover Design (pick one)

Photographic Design Fee _____

Graphic Design Fee _____

Cover Color

Printing Fee _____

Distribution Fee _____

Total CD expenses _____

Projected Expenses - Touring

Transportation

Bus Rental _____

Fuel _____

Road Crew _____

Security _____

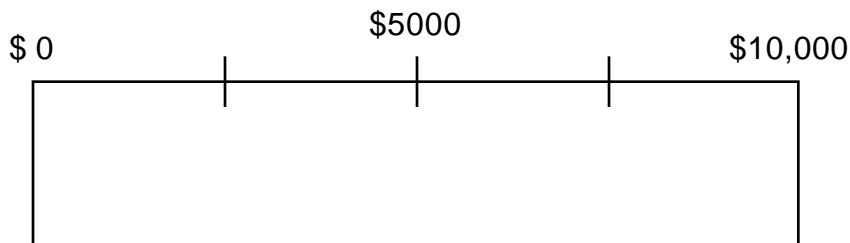
Food _____

Lodging (optional) _____

Total touring expenses _____

Total Expenses _____

- Using your total CD expenses and your total touring expenses, split the indicator bar into two sections showing how you would allocate the \$10,000.



- Compare this indicator bar with indicator bars in previous predictions.

Proposed Budget Worksheet p.2

3. Now consider your total expenses and make a decision as to the allocation of your funds.

Recording CDs \$

Touring \$

Total \$

4. Explain your decision.

5. Justify your reasoning by reflecting on the data and article you have examined.

Scoring Guide

Expenses Worksheet (Non-scorable)

The following scoring guide is for teacher use. The worksheet for the students is used and the assessment guidelines are bolded.

Proposed Budget Worksheet

Total Expenses

1 point Total expenses do not exceed \$10,000.

0 points Total expenses exceed \$10,000.

- Using your total CD expenses and your total touring expenses, split the indicator bar into two sections showing how you would allocate the \$10,000.

Non-scorable

- Compare this indicator bar with indicator bars in previous predictions.

2 points Fully compares the indicator bars using 2 or more points. Mathematical communication is somewhat clear.

1 point Partially compares indicator bars using only 1 point. Mathematical communication is limited or vague.

0 points No Answer / Answer does not respond to the question.

- Now make a final decision as to the allocation of your funds.

1 point Total allocation of funds is between \$9500 and \$10,000.

0 points Total allocation of funds is not between \$9500 and \$10,000

- Explain your decision.

2 points Fully explains the decisions made in allocating funds using 2 or more points. Mathematical communication is clear.

1 point Partially explains the decisions made in allocating funds using only 1 point. Mathematical communication is limited or vague.

0 points No Answer / Answer does not respond to the question.

5. Justify your reasoning by reflecting on the data and article you have examined.

- 3 points** Justifies reasoning by referring to all 3 points: profit, quality of life, and costs (expenses). Mathematical communication is clear.
- 2 points** Partially justifies reasoning by referring to 2 of 3 points: profit, quality of life, and costs (expenses). Mathematical communication is somewhat limited.
- 1 point** Shows fragmented reasoning by referring to 1 of 3 points: profit, quality of life, and costs (expenses). Mathematical communication is vague.
- 0 points** No Answer / Answer does not respond to the question.

Music Groove Article

Music Groove has traveled around the country interviewing various music artists about their experiences over the past ten years. In this anniversary edition, we have compiled some of the artist's poignant responses about their traveling and recording experiences.

Excerpt from an interview with Sharilyn Sanson in October 1998

Music Groove: You had to cancel your six-week European tour because of your drummer's health problems. You, in fact, announced that he had a breakdown which sounds a little suspicious.....

Sharilyn Sanson: You have no idea what it's like for us. We really missed being on stage; at least, I missed it. The stage is filled with an incredible energy which drives us inspirationally. Having 10 months off, however, did give us a surprise break. We were able to relax and regain some of that spent energy.

Music Groove: In the past, you have complained about studio recording. Can you share a little bit about this?

Sharilyn Sanson: The studio tends to squash some of the group's energy. When we are performing it live, we can feel the crowd's enthusiasm and we build with that. In the studio, it's product centered; it takes away from the life of the music which is what we are all about. We're interested in making music, and the studio is only interested in the money. I don't even think the studio guys are even listening to the music as we record.

Excerpt from an interview with Bennie Vul in November 1995

Music Groove: When you first started out, you toured with some of your childhood idols like Fozzy Fosburne and Sikk. What was this like?

Bennie Vul: It was really great. That is what really inspired us into becoming who we are today as a band. It was amazing at times because sometimes Fozzy would come out and jam with us.

Music Groove: For seven years, you were just barely scraping by as a band and then, you hit success. To what do you attribute this success?

Bennie Vul: It's the touring that set us off. We started off by playing in nightclubs and every dump we could find, and we weren't making very much money. Luckily, we hooked up with some really good tours, and I think that was where we were able to make a breakthrough. A label noticed us, and we landed our first record deal.

Excerpt from an interview with Bace in October 1999

Music Groove: You have had a lot of attention from women over the past years. What are your feelings about this?

Bace: When "You Only" came out, I was into it. Now, I'm older and things have changed for me; I'm more interested in settling down. I'm looking for someone who can bring more to the table than just good looks. Those women who are going crazy over me ain't got my interest, now.

Music Groove: So, what are you doing to find that girl friend?

Bace: I'm just out there meeting women. I've got to admit that I'm more interested in recording and getting my life together than going out and doing shows. I want to do some of the normal things like going out to dinner, making phone calls, and the little things. I want to be around and establish something; shows get in the way of this. Besides the women are just too overwhelming; I'm tired of the frenzy.

Excerpt from an interview with Sandy in March 1999

Music Groove: What happened between you and Bace?

Sandy: We just weren't right. Bace and I are still friends, but there weren't any sparks when we were together. It was difficult to begin with because of all of the women that are constantly falling down at his feet. There would have been too much to work through and there wasn't a lot to start with. Besides, there was a lot of conflict with my own music career and my family; I guess both of our lives are too full.

Music Groove: How does your family fit into your life?

Sandy: They are really important to me. They definitely take first priority. When I was cutting my first album, my mom was with me in the studio the entire time. It was great to be able to have her right there with me; it was really encouraging. When I'm traveling, my family is at home, and I really miss them. Things are so busy when I'm performing live because I'm never in the same place for two nights so, it's hard to keep in contact. It's much easier when I'm recording because I'm in one place, and I can see them whenever I want.

Name:
 Reading Worksheet Questions
 Touring vs. Recording

After reading the interview excerpts, answer the following questions.

1. Complete the chart identifying two pros and cons for recording and touring each. Use specific examples from the text.

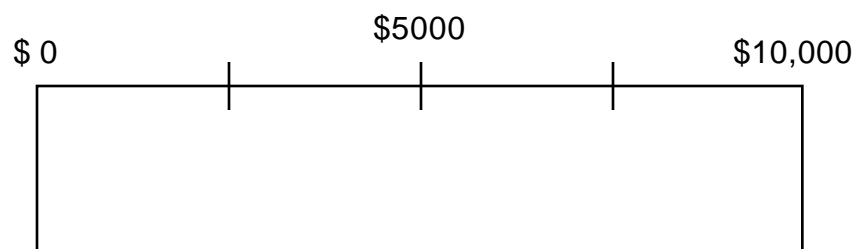
Pros	Cons
Touring	Touring
Recording	Recording

2. Explain how Sharilyn and Sandy's opinions on touring compare. _____

3. If you were a rising music sensation at your age, what pressures might you feel if you were touring the country and performing? _____

4. Now that you have seen some of the personal sides of touring and recording, think about how you would like to divide your initial investment of \$10,000 between recording and touring according to personal preference.

Split the indicator bar into two sections predicting the parts of \$10,000 you will spend.



5. Use evidence from the article to explain your decision. _____

You will soon find out other factors that contribute to the decision of how you will invest your money.

Scoring Guide

The following scoring guide is for teacher use. The worksheet for the students is used and the assessment guidelines are bolded.

Reading Worksheet Questions Touring vs. Recording

After reading the interview excerpts, answer the following questions.

1. Complete the chart identifying two pros and cons for recording and touring each. Use specific examples from the text.

2 points	Identification of two correct points for each section
1 point	Identification of at least one correct point for each section
0 points	No information or all incomplete information in at least one sections

2. Explain how Sharilyn and Sandy's opinions on touring compare.

2 points	Identification of two or more correct points of comparison
1 point	Identification of at one correct point of comparison
0 points	Incorrect identification of all points, or no response

3. If you were a rising music sensation at your age, what pressures might you feel if you were touring the country and performing?

2 points	Identification of two or more possible pressures
1 point	Identification of one possible pressure
0 point	Did not address question; no response

4. Now that you have seen some of the personal sides of touring and recording, think about how you would like to divide your initial investment of \$10,000 between recording and touring according to personal preference.

Split the indicator bar into two sections predicting the parts of \$10,000 you will spend.

Non-scorable

5. Use evidence from the article to explain your decision.

2 points	Identification of two or more correct points of reference
1 points	Identification of one correct point of reference
0 points	Incorrect information; no response

NAME:
Prewriting

1. Describe four important details about your target audience.
2. How will these details influence the topic you choose for your lyrics?



Plot:
Characters:
Setting:
Mood:

Name:

Rough Draft Worksheet

Answer the following before writing:

1) What will be the main rhyme pattern for your verses? _____

2) Write down two ways in which you think that this verse rhyme pattern will enhance your lyrics?

3) What will be the main rhyme pattern for your chorus (it should be different than what you chose for your verses)? _____

4) Write down two ways in which you think that this chorus rhyme pattern will enhance your lyrics?

5) What pattern in the stress placed on the syllables will you use in your lyrics?

6) Write down two ways in which you think that this stress pattern enhance your lyrics?

7) Now, take the ideas you wrote down on you prewriting sheet and the information about patterns that you listed above and create a rough draft version of your lyrics on a separate piece of paper. Make certain that you assign a title to your lyrics, label the chorus, and number the lines.

Name: _____

Peer Response Worksheet

With a partner, you will each take a turn reading your lyrics aloud. When you have finished reading, ask your partner to answer the following questions and use this sheet to record the responses.

1) What did you like best about these lyrics? _____

2) How do you think these lyrics would appeal to the target audience? _____

3) As you listened, what patterns did you hear? How did this affect the sound of the lyrics?

4) How could these lyrics be improved? _____

Be sure that each of you take a turn being the reader.

Name:

Lyric Analysis

A. Directions: Answer the following questions referring to the lyrics you wrote.

- 1) a) What was the main rhyme scheme pattern you used in your verses?
b) Which lines in your lyrics show this pattern (indicate lines by their number)?
- 2) a) What was the main rhyme scheme pattern you used in your chorus?

B. Directions: Answer the following questions referring to the lyrics you wrote.

- 1) How did the rhyme patterns you used affect the message in your lyrics? Justify your answer with examples from your lyrics.

- 2) How did the number of lines in your verses and chorus affect the message of your lyrics? What were you trying to achieve with the number of lines you chose for your verses and chorus? Explain using examples from your lyrics.

-
- This image shows a full page of blank primary-ruled paper. It features multiple sets of horizontal lines designed to guide handwriting. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are repeated vertically across the entire page, providing a template for practicing letter formation and alignment. The paper is white, and the lines are printed in a light blue or grey color. There are no margins, text, or other markings on the page.

Lyric Analysis Scoring Guide

The following scoring guide is for teacher use. The worksheet for the students is used and the assessment guidelines are bolded.

A. Directions: Answer the following questions referring to the lyrics you wrote.

Non-scorable

B. Directions: Answer the following questions referring to the lyrics you wrote.

- 1) How did the patterns you use affect the message in your lyrics? Justify your answer with examples from your lyrics.

2 points	Identification of at least two specific examples and clearly states the affect of patterns on the lyrics' message
1 points	Identification of at least one specific examples and generally states the affect of the pattern on the lyrics' message
0 points	Other

- 2) How did the number of lines in your verses and chorus affect the message of your lyrics? What were you trying to achieve with the number of lines you chose for your verses and chorus? Explain using examples from your lyrics.

2 points	Identification of at least two specific examples and clearly states the reasoning for the choice of the number of lines and their affect on the message of the lyrics
1 point	Identification of at least one specific examples and generally states the reasoning for the choice of the number of lines and their affect on the message of the lyrics
0 points	Other

C. Directions: Answer the following question referring to the lyrics you wrote. Your answers will be scored for both the content and language usage.

- 3) Imagine that your recording agent doesn't think that your lyrics appeal to your target audience. Write a business letter to your agent describing your target audience and explain why you think your lyrics appeal to them. Justify your argument with examples from your lyrics.

Content Assessment

3 points	Identification of three specific examples, use of examples to clearly support argument, argument follows logical order, and target audience is clearly described
2 points	Identification of at least two specific examples, use of examples to generally support argument, argument generally follows logical order, and target audience is described
1 point	Identification of at least one specific example, use of example to show some support of argument, argument is confusing order, and target audience is not clearly described
0 points	Other

Language Usage Assessment

3 points	Identification of correct business letter format and no major grammar or spelling errors
2 points	Identification of letter format and grammar or spelling errors do not interfere with comprehension
1 point	Identification of some elements of letter format and grammar or spelling errors occasionally interfere with with comprehension.
0 points	Other